GRADE 10 ELA EXEMPLAR LESSON – Teacher Copy
Quarter 3, Week 29: 03/18/13 – 03/22/13

Learning Objectives
The goal of this exemplar lesson is to provide secondary students an opportunity to explore targeted passages of complex text. Students will, through close examination of primary source documents and the use of text-dependent questions, recognize complex perspectives on the civil rights movement. Vocabulary is learned from context and writing fosters a deeper understanding of varying viewpoints. The lesson, rich in historical content, culminates in an evidentiary writing activity. Teachers may need to further scaffold the activities to address individual students’ needs depending on the intent of the lesson and specific learners’ needs.

Rationale: This lesson explores the intricate relationship between a writer’s perspective and literary form. Through close readings of two historical events of the civil rights era—the 1955 Montgomery Boycott and the assassination of Dr. Martin Luther King, Jr. — students will examine and interpret both the personal perspective of historical content and similar themes of these literary works.

Text Title(s): “Montgomery Boycott” (Coretta Scott King), p. 882 and “A Eulogy for Dr. Martin Luther King Jr.” (Robert F. Kennedy), p. 893
Genre/Text Structure: Literary Nonfiction (Memoir) - (Speech)

Targeted Text Selections – “Montgomery Boycott” (Coretta Scott King), p. 882 and “A Eulogy for Dr. Martin Luther King Jr.” (Robert F. Kennedy), p. 893

Common Core State Standards (CCSS)
[RL.9–10; RI.9–10; W.9–10; SL.9–10]
http://www.corestandards.org

Lesson Sequence

PERFORMANCE TASK / CULMINATING INDEPENDENT WRITING ASSESSMENT:
- Compare Robert F. Kennedy’s speech to Coretta Scott King’s memoir of the events that sparked the 1955 bus boycott in Montgomery, Alabama. Analyze how both texts address similar themes and concepts regarding civil liberties. How do Martin Luther King’s words and actions in “Montgomery Boycott” support the message of Kennedy’s speech?

Activity 1:
GUIDING QUESTION(S):
- What is Senator Kennedy’s message?
- What is the purpose of his speech?
- What makes the speech and images powerful?

1. Each student will read Kennedy’s eulogy, first independently, then through closer analytical reading. It is essential that students grapple with challenging text on their own as frequently and independently as possible.
2. Students independently write their initial impressions and interpretations of the speech. What tone and theme emerge?
3. Use discussions to model and reinforce how to learn vocabulary from contextual clues; students must be held accountable for engaging in this practice.

Activity 2:
1. Returning to the speech, the teacher will lead students through a set of text-dependent questions from the targeted section to compel closer rereading and analysis. The targeted text should be in front of the students as they engage in their discussions.
2. During the instructional sequence, it is important to linger over Kenney’s writing style, use of allusion, figurative language, and diction. If necessary, chunk information at the phrase level to provide supported practice in deciphering complex sentences.
3. The use of graphic organizers and summary statements are essential for organizing and collecting thoughts for the culminating writing activity.

Activities 3 and 4:
GUIDING QUESTION(S):
- How does Kennedy weave his perspectives on the tragic event of Martin Luther King’s assassination in the speech?
- What does Kennedy believe that the “vast majority of white people and the vast majority of black people” in the United States want?

1. Use the Graphic Organizer “Reading for Information” at Resource manager, p. 102, www.classzone.com or Reader Response Journals to cite evidence from “A Eulogy to Dr. Martin Luther King, Jr.” that supports the message in “Montgomery Boycott.” Keep track of statements, facts, and anecdotes that are relevant to Kennedy’s message.
2. The use of graphic organizers and summation statements are essential in organizing and collecting thoughts for the culminating writing activity.
3. Use Communication, Information and Media connections at www.classzone.com, www.discoveryeducation.com, or other online resources (www.libraryofcongress) to explore images capturing the turbulent times of the 1950s and 1960s. Consider the men and women, black and white, who took an active stand against centuries-old racism.
   - Selected segments from Free at Last at www.discoveryeducation.com

4. Students collaboratively (one-on-one, in groups, and teacher-led) discuss and write initial impressions and interpretations of the images in relationship to the speech. What tone and theme emerge?

Activity 5:
GUIDING QUESTION(S):
   - Does Coretta Scott King provide an objective perspective of the civil rights era?
   - How does Robert Kennedy weave his perspectives on civil liberties and the need to be dedicated to a peaceful solution to injustice in his eulogy?
   - How do Martin Luther King’s words and actions in “Montgomery Boycott” support the message of Kennedy’s speech?

1. Conduct a final discussion of text-dependent questions and allow time for students to complete notes on the purpose and perspectives expressed in Mrs. King’s memoir and Kennedy’s eulogy.
2. Students prepare to write an extended analysis using the prewriting graphics and summation statements created throughout the lesson.
3. Allow an extended amount of time for students to write an evidentiary response as a culminating assessment.
4. Use the 30-point mode-specific rubric to score the summative assessment.

### Targeted Text Selection - "A Eulogy to Dr. Martin Luther King, Jr." p. 893 lines 8 – 26

**Vocabulary**

| underlined words: insufficient contextual clues |
| BOLD words: Tier Two words |

**GUIDING QUESTION(S):**

- What is Senators Kennedy’s message?
- What makes the speech powerful?

Return to the text, and ask students a small set of guiding questions about the targeted section.

**Q1** Reread lines 8-17. What is Kennedy’s purpose? What perspective is he sharing?

**Possible answer.** Kennedy is appealing to the audience’s sense of ethics in order to persuade them to his point of view. Kennedy believes that blacks might feel bitter because evidence indicates that whites were responsible for King’s assassination (lines 8–11). He suggests the assassination might lead to more hatred and violence (lines 8–13). People can be filled with bitterness and thoughts of revenge and move toward further hatred between the races (lines 11–13) or move in the direction of replacing violence with compassion and love (lines 14–17).

**Q2** What does Kennedy accomplish in lines 18 – 26?

**Possible answer.** He says that he, too, experienced the death of a family member. He emphasizes the need to avoid reacting to King’s death with more violence Kennedy’s point of view is eloquently summed up with lines from Aeschylus.

**Q3** Why does Kennedy include the quotation from the ancient Greek poet Aeschylus?

**Possible answer.** The quotation explains that wisdom is often the result of pain. Kennedy uses the quotation to suggest that, even after the awful realization of King’s violent death, people’s pain may lead to a better world if they will accept King’s example and not yield to violence. The quotation is effective because it links pain with wisdom, two things that many listening in the audience might not immediately associate with each other.

- Kennedy explains that he can relate to the pain that the...
audience feels because his own family member was killed, but that he has tried to seek not revenge but rather understanding (lines 18–23).

- Kennedy explains how he lost a family member to violence, but he does not describe how long it took him to accept or forgive the violence (lines 18–21). He also does not explain what wisdom he gained from the experience.

p. 894 lines 27 – 44

27 What we need in the United States is not division; what we need in the United States is not hatred; what we need in the United States is not violence or lawlessness but love and wisdom, and compassion toward one another, and a feeling of justice towards those who still suffer within our country, whether they be white or they be black. So I shall ask you tonight to return home, to say a prayer for the family of Martin Luther King, that’s true, but more importantly to say a prayer for our own country, which all of us love—a prayer for understanding and that compassion of which I spoke.

30 We can do well in this country. We will have difficult times. We’ve had difficult times in the past. We will have difficult times in the future. It is not the end of violence; it is not the end of lawlessness; it is not the end of disorder.

35 But the vast majority of white people and the vast majority of black people in this country want to live together, want to improve the quality of our life, and want justice for all human beings who abide in our land. Let us dedicate ourselves to what the Greeks wrote so many years ago: to tame the savageness of man and to make gentle the life of this world.

(Q4) What do Kennedy’s words reveal about his values, feelings, beliefs, and experiences in 1968?

Possible answer. Kennedy movingly emphasizes his belief that there is hope for a better world if (line 44) we dedicate ourselves “to tame the savageness of man and to make gentle the life of this world.”

(Q5) What does Kennedy urge his listeners to do when they go home that evening?

Possible answer. He wants his listeners to pray for King’s family and for the nation (lines 32–35).

(Q6) Explain why Kennedy considers King’s assassination to be bad news for “people who love peace.” In what direction does Kennedy say that the United States can move after King’s assassination?

Possible answer. Kennedy considers King’s assassination to be bad news for peace-loving people and says that the country will face difficulty in the future (line 36). He says that it is not the end of violence, lawlessness, and disorder (lines 38–39). Kennedy believes that most whites and most blacks in the United States want one of the following ideals:

- to live intermingled (line 40)
- to improve the quality of all people’s lives (lines 40–42)
- to have justice for everyone in the nation (line 42)

In lines 27-31, Kennedy explains what the United States needs and does not need. Kennedy thinks that people should not let bitter emotions control them and instead should work for compassion and a peaceful coexistence. Kennedy wants the audience to keep in mind that people in the country still suffer injustice, probably more than they suffer at the news of King’s death. By understanding how others suffer injustice, the listeners can move further toward wisdom and understanding each other’s lives (lines 30–31).

Intertextual Connections:

Use Communication, Information and Media connections at www.discoveryeducation.com or other online resources (www.libraryofcongress) to explore images capturing the turbulent times of the 1950s and 1960s.

What tone and theme emerge? Consider the men and women, black and white, who took an active stand against centuries-old racism.

- Selected segments from Free at Last at www.discoveryeducation.com
- Selected photographs at http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/
  http://www.loc.gov/pictures/item/2004668967/
### Formative Assessment/Rubrics, if applicable

<table>
<thead>
<tr>
<th>Evidence from “Montgomery Boycott” about Martin Luther King</th>
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</thead>
<tbody>
<tr>
<td><strong>Kennedy’s Message:</strong></td>
</tr>
<tr>
<td>“the Christian ministry provided the leadership of our struggle.” (lines 61–62)</td>
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</table>

### Summative Assessment/Culminating Independent Writing Task

In “A Eulogy for Dr. Martin Luther King Jr.,” Kennedy urges the audience to follow King’s approach to fighting injustice. How do Martin Luther King Jr.’s words and actions in “Montgomery Boycott” support the message of Kennedy’s speech?

**Possible answer.** Use the 30-point mode-specific rubric to score the summative assessment.

*Kennedy’s message to use compassion, love, and understanding to gain justice* (lines 14–17, 27–31) is supported by King’s words (“Montgomery Boycott” lines 202–216) asking followers to use courage, dignity, and Christian love in the face of injustice. *Kennedy asks listeners to pray for the country because he fears that King’s assassination will incite violent acts of revenge.*

- Kennedy recognizes that the circumstances of the assassination could make African Americans bitter, hateful, and vengeful (lines 8–11).
- Kennedy fears that response to King’s assassination could further polarize the nation (lines 11–13). Kennedy feels the need to persuade people to continue King’s mission of love and justice (lines 14–17).
- Kennedy asks his listeners to pray for the country because he believes that more violence will occur before the matter of racial equality is settled.

### Extension Activities/Further Resources

- Technology: [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.classzone.com](http://www.classzone.com)
- [http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/](http://www.loc.gov/teachers/classroommaterials/themes/civil-rights/)
- Graphic Organizers at [www.classzone.com](http://www.classzone.com)

### English Language Learner (ELL) Resources and Strategies

#### Key Academic Vocabulary

Have students use McDougal Littell Best Practices Toolkit Squares Transparency E10 to study this academic vocabulary from the selection: *fellow citizens* (line 1), *fellow human beings* (line 5), *bitterness* (line 10), *hatred* (line 10), *revenge* (line 11), *polarization* (line 12), *bloodshed* (line 15), *disrupt* (line 19), *despair* (line 25), *wisdom* (line 26), *lawlessness* (line 29), and *savageness* (line 44).

- **Rhetorical Devices**

  Review Rhetorical Devices techniques such as rhetorical questions and parallelism. Explain that rhetorical questions lead an audience to think about a topic, often in order to adopt the writer’s views, and that parallelism is the use of similar grammatical forms to link connected ideas. Ask students to identify examples of rhetorical devices in the speech excerpt and analyze their effectiveness.
<table>
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<th>Literary Analysis / Allusion</th>
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<td>In his speech, senator Robert Kennedy makes allusion to Aeschylus. Read the encyclopedia article from Discovery Education titled Aeschylus <a href="http://app.discoveryeducation.com/core:player/view/assetGuid/F7BBB3DC-2343-4002-A8C5-D613ADA4656F">http://app.discoveryeducation.com/core:player/view/assetGuid/F7BBB3DC-2343-4002-A8C5-D613ADA4656F</a> to find out who the ancient Greek poet Aeschylus was. Ask students to find samples of other poems he wrote.</td>
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<td>Senator Robert Kennedy in his speech mentioned that he also had a member of his family killed. On November 22, 1963, President John F. Kennedy was assassinated in Dallas, Texas. Ask students to watch a video clip from Discovery Education titled John F. Kennedy’s Assassination. Have students use McDougal Littell - Timeline - Transparency B48 from the Easy Planner to record the events in chronological order. <a href="http://app.discoveryeducation.com/core:player/view/assetGuid/E3129E12-0372-4DF1-858D-945894B1AED9">http://app.discoveryeducation.com/core:player/view/assetGuid/E3129E12-0372-4DF1-858D-945894B1AED9</a>.</td>
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### Targeted Text Selection - “A Eulogy to Dr. Martin Luther King, Jr.”

**p. 893 lines 8 - 26**

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<th>Vocabulary</th>
<th>Teacher Activities and Techniques</th>
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| want to move in. For those of you who are black—considering the evidence there evidently is that there were white people who were | **underlined words:** insufficient contextual clues | **GUIDING QUESTION(S):**
| responsible—you can be filled with bitterness, with hatred, and a desire for revenge. We can move in that direction as a country, in great polarization—black people amongst black, white people amongst white, filled with hatred toward one another. Or we can make an effort, as Martin Luther King did, to understand | **BOLD words:** Tier Two words |
| and to comprehend, and to replace that violence, that stain of bloodshed that has spread across our land, with an effort to understand with compassion and love. | **line 12 - polarization:** division, split separation |

For those of you who are black and are tempted to be filled with hatred and distrust at the injustice of such an act, against all white people, I can only say that I feel in my own heart the same kind of feeling. I had a member of my family killed, but he was killed by a white man. But we have to make an effort in the United States, we have to make an effort to understand, to go beyond these rather difficult times. My favorite poet was Aeschylus. He wrote, “In our sleep, pain which cannot forget falls drop by drop upon the heart until, in our own despair, against our will, comes wisdom through the awful grace of God.”

### p. 894 lines 27 – 44

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<td><strong>line 24 – Aeschylus:</strong></td>
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(Q1) Reread lines 8-17. What is Kennedy’s purpose? What perspective is he sharing?  
**Possible answer.**

(Q2) What does Kennedy accomplish in lines 18 – 26?  
**Possible answer.**

(Q3) Why does Kennedy include the quotation from the ancient Greek poet Aeschylus?  
**Possible answer.**

(Q4) What do Kennedy’s words reveal about his values, feelings, beliefs, and experiences in 1968?  
**Possible answer.**

(Q5) What does Kennedy urge his listeners to do when they go home that evening?  
**Possible answer.**
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for our own country, which all of us love—a prayer
for understanding and
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We can do well in this country. We will have
difficult times. We’ve
had difficult times in the past. We will have difficult
times in the future.
It is not the end of violence; it is not the end of
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end of disorder.
But the vast majority of white people and the vast
majority of black
people in this country want to live together, want to
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of our life, and want justice for all human beings
who abide in our land.
Let us dedicate ourselves to what the Greeks wrote
so many years ago:
to tame the savageness of man and to make gentle
the life of this world.

Cross Genre Connections OR Across Text or Non-
Text Sources:
Explore images capturing the turbulent times of the 1950s and
1960s.
Consider the men and women, black and white, who took an
active stand against centuries-old racism.
What tone and theme emerge?
Possible answer.

Summative Assessment/ Culminating Independent
Writing Task
In “A Eulogy for Dr. Martin Luther King Jr.,” Kennedy
urges the audience to follow King’s approach to fighting
injustice. How do Martin Luther King Jr.’s words and
actions in “Montgomery Boycott” support the message
of Kennedy’s speech?
Possible answer.

(Q6) Explain why Kennedy considers King’s assassination to be
bad news for “people who love peace.” In what direction does
Kennedy say that the United States can move after King’s
assassination?
Possible answer.
### Key Academic Vocabulary

Have students use McDougal Littell Best Practices Toolkit Squares Transparency E10 to study this academic vocabulary from the selection: fellow citizens (line 1), fellow human beings (line 5), bitterness (line 10), hatred (line 10), revenge (line 11), polarization (line 12), bloodshed (line 15), disrupt (line 19), despair (line 25), wisdom (line 26), lawlessness (line 29), and savageness (line 44).

### Rhetorical Devices

Review Rhetorical Devices techniques such as rhetorical questions and parallelism. Explain that rhetorical questions lead an audience to think about a topic, often in order to adopt the writer’s views, and that parallelism is the use of similar grammatical forms to link connected ideas. Ask students to identify examples of rhetorical devices in the speech excerpt and analyze their effectiveness.

### Literary Analysis / Allusion

In his speech, senator Robert Kennedy makes allusion to Aeschylus. Read the encyclopedia article from Discovery Education titled Aeschylus to find out who the ancient Greek poet Aeschylus was. Ask students to find samples of other poems he wrote.

### Background Information/Media Connections:

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For further information regarding this document contact the Department of Language Arts/Reading, Secondary District Instructional Supervisors, Dr. Erin Cuartas, Ms. Laurie Kaplan or Dr. Sharon Scruggs-Williams, 305-995-3122; for ELL questions, contact the Division of Bilingual Education and World Languages District Supervisor, Ms. Caridad Perez, 305-995-1962.
Informational/Explanatory Writing – Independent Writing Assignment
Coretta Scott King Memoir and Robert Kennedy Speech
Grading Criteria - Student SELF-ASSESSMENT TOOL 9 - 10 ELA

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. (Appendix A, 23 http://www.corestandards.org/assets/Appendix_A.pdf)

<table>
<thead>
<tr>
<th>Student Name:</th>
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<th>Final Score: ____________/30</th>
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<tr>
<th>Criterion</th>
<th>Level 5</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>With practice, students become better able to develop a controlling idea and a coherent focus on a topic and more skilled at selecting and incorporating relevant examples, facts, and details into their writing.</td>
<td>Exceeds expectations</td>
<td>Above expectations</td>
<td>Meets expectations</td>
<td>Approaching expectations</td>
<td>Does not meet expectations</td>
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<tr>
<td>Use a variety of techniques to convey information, such as naming, defining, describing, or differentiating different types or parts; comparing or contrasting ideas or concepts; and citing an anecdote or a scenario to illustrate a point.</td>
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**Response to Prompt/Thesis**

**W.9-10.2a**
Did you introduce the topic?
Did you organize complex ideas, concepts, and information to make important connections and distinctions?

**W.9-10.2e**
Did you establish and maintain a formal style and objective tone?

**W.9-10.4**
Did you produce clear and coherent writing?
Are the development, organization, and style appropriate to the task, purpose, and audience?

**Organisation**

**W.9-10.2a**
Did you introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions?

**W.9-10.2c**
Did you use appropriate and varied transitions to link the major sections of the text?
Did you clarify the relationships among complex ideas and concepts?

**Evidence/Support**

**W.9-10.2b**
Did you develop the topic with well-chosen, relevant, and sufficient facts?

**Analysis**

**W.9-10.2b**
Did you use extended definitions, concrete details, quotations, or other information and examples?
Did you consider the audience’s knowledge of the topic?
<table>
<thead>
<tr>
<th>Structure</th>
<th>5</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>W.9-10.2f</strong></td>
<td>Did you provide a concluding statement or section? Does your conclusion follow from and support the information or explanation you presented?</td>
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<td><strong>Command of Language</strong></td>
<td>5</td>
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<tr>
<td><strong>W.9-10.2d</strong></td>
<td>Did you use precise language and domain-specific vocabulary?</td>
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<td><strong>W.9-10.5</strong></td>
<td>Did you plan, revise, edit, and rewrite? Did you try a new approach, focusing on addressing what is most significant for a specific purpose and audience?</td>
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<tr>
<td><strong>L.9-10.1</strong></td>
<td>Did you observe the conventions of standard English grammar and usage when writing?</td>
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<tr>
<td><strong>L.9-10.2</strong></td>
<td>Did you observe the conventions of standard English capitalization, punctuation, and spelling when writing?</td>
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<td><strong>L.9-10.3</strong></td>
<td>Did you apply your knowledge of language, make effective choices for meaning or style, and to vary syntax for effect?</td>
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**NOTE:** The following writing standards are not specifically addressed in this lesson.

W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8 - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Informational/Explanatory Writing – Independent Writing Assignment – Memoir and Speech
Grading Criteria – TEACHER SCORING RUBRIC - 9 - 10 ELA

Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers’ knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing includes a wide array of genres, including academic genres such as literary analyses, scientific and historical reports, summaries, and précis writing as well as forms of workplace and functional writing such as instructions, manuals, memos, reports, applications, and resumes. (Appendix A, 23 http://www.corestandards.org/assets/Appendix_A.pdf)

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| **W.9-10.2a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
**W.9-10.2e** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  
**W.9-10.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
**W.9-10.10** - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. | Level 5 | Level 4 | Level 3 | Level 2 | Level 1 |
| | Superior | Solid | Partial | Limited | Very Limited |
| | Exceeds expectations | Above expectations | Meets expectations | Approaching expectations | Does not meet expectations |
| | 5 | 4 | 3 | 2 | 1 |
| • skillful | • competent | • adequate | • limited | • inadequate |
| • purposeful style | • appropriate style | • sufficient style | • inconsistent style | • attempts, but fails at style |
| **Organization** | | | |
| **W.9-10.2a** - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
**W.9-10.2c** - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. | | | |
| | 5 | 4 | 3 | 2 | 1 |
| • logical order | • appropriate order | • some order | • limited order | • lacks order |
| • skilful use of transitions/syntax | • proficient use of transitions/syntax | • some use of transitions/syntax | • inappropriate use of transitions/syntax | • inadequate use of transitions/syntax |
| • masterful parallel construction | • obvious parallel construction | • some elements of parallelism | • little parallel construction | • no evidence of parallel construction |
| **Evidence/Support** | | | |
| **W.9-10.2b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. | | | |
| | 5 | 4 | 3 | 2 | 1 |
| • insightful | • thorough | • sufficient | • inappropriate | • insufficient |
| • cohesive | • cohesive | • some cohesion | • superficial | • irrelevant |
| • skilful control with evidence, citations and/or quotes | • strong control with evidence, citations and/or quotes | • control with some evidence, citations and/or quotes | • lacks cohesion | • no evidence of specific information, citations and/or quotes |
### Analysis

**W.9-10.2b** - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>complex thinking</td>
<td>some complex thinking</td>
<td>simplistic thinking</td>
<td>flawed thinking</td>
<td>inaccurate thinking</td>
</tr>
<tr>
<td>thorough</td>
<td>relevant</td>
<td>appropriate</td>
<td>minimal</td>
<td>irrelevant</td>
</tr>
<tr>
<td>seamless</td>
<td></td>
<td></td>
<td>illogical</td>
<td></td>
</tr>
</tbody>
</table>

### Structure

**W.9-10.2f** - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>effective conclusion</td>
<td>conclusion</td>
<td>sense of closure</td>
<td>weak closure</td>
<td>no evident closure</td>
</tr>
</tbody>
</table>

### Command of Language

**W.9-10.2d** - Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**L.9-10.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.9-10.3** - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

<table>
<thead>
<tr>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>mature language</td>
<td>appropriate language</td>
<td>inconsistent language</td>
<td>limited language</td>
<td>inappropriate language</td>
</tr>
<tr>
<td>skillful use of domain specific terms</td>
<td>domain specific terms</td>
<td>some domain specific terms</td>
<td>few domain specific terms</td>
<td>insufficient use of domain specific terms</td>
</tr>
<tr>
<td>exemplary command of conventions</td>
<td>command of conventions</td>
<td>inconsistent command of conventions</td>
<td>limited command of conventions</td>
<td>weak command of conventions</td>
</tr>
</tbody>
</table>

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**NOTE:** The following writing standards are not specifically addressed in this lesson.

- **W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.3** - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- **W.9-10.6** - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
- **W.9-10.7** - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.9-10.8** - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.